

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 26, 2010 | |
| **Topic:** Paragraph Assignment (Expository) | **Length of Class:** 40-45 min | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 202 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **2.3** regularly use vivid and/ or figurative language and innovative expressions in their writing  **2.4**  vary sentence types and structures for different purposes | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Be able to follow instructions * Give detailed instructions to a peer * Write an expository paragraph * Draw a picture that reflects the instructions | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students that finish early will be asked to continue working on any unfinished homework * for individual work, teacher will circulate * students with assistive technology can use their laptops for the rough copy, and good copy of paragraph, but must draw the picture by hand | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * students will be encouraged to work independently throughout the lesson * Students will have the option to start their drawing first, or their paragraph first | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks | | **Diversity Needs:**  -boys and girls  -different learning types | * since there are no language issues in this class, there will be no need for modification * different learning types will be addressed throughout the lesson and the assignment | | | |

**3. Learning**

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| * Students will stay in their seats for this lesson * Think About It will be written on the board in the morning, and students will be asked to copy it down then * The Think About It will be taken up at the beginning of the lesson * Instructions will be given for the first handout (rough draft) * Handout will then be given to the front row, and asked to distribute backwards * Instructions will be given for the second handout * Handout will be passed out in the same manner as previous * Students will be told that they can either start on the picture, or the paragraph * Students are told that full assignment will be due next Tuesday, and they will be getting two more paragraph handouts * Students can work individually for the rest of the period |

**4. The Overview (Agenda) for your lesson:**

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| -Think About It  - Rough Copy  -Individual Work |

**5. Resources and Materials for your class**

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| -70 copies of the rough draft paragraph planner  -70 copies of the picture/ paragraph sheet  -chalk and blackboard |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *(5 min)* | *Challenge Question* | *Think About it*  *How many 4 (or more) letter words can you make from the word:*  *HALLOWEEN?*  *Answers:*  *hello hall well well hole loan*  *allow halo wheel we’ll whole etc....* |
| *(20 min)* | *Instruction* | “We are going to be working on today is paragraph writing. The first sheet I am handing out to you is to be put in your reference duotang. On it you will find how to write a paragraph, and the four different types of paragraphs. Today we are going to be focusing on the Expository paragraph.”  “Can you turn your sheets over to this side (show to class), and can I have a volunteer to read to me the paragraph on Expository Paragraphs?” (pick volunteer)  “Good, now can someone describe that in their own words? Maybe give an example?”  “Good. So an expository paragraph is basically a set of instructions. I noticed lots of you have learning how to draw books from the library. I’m betting there are a couple expository paragraphs in there describing where to start when drawing intricate pictures like the ones they show you. Today we are going to write an expository paragraph about how to carve a pumpkin”  “The second sheet I am handing out will help you brainstorm for ideas for your paragraph. What would be a good starting point to carving a pumpkin?”  “Sure! Anymore ideas? (wait for hands/ answers) Make sure that if one of your steps is to get materials, to list all the materials in one bubble. I don’t want to see gathering materials in more than 1 bubble.”  (draw on the board the bubble, and the topic sentence in the center)  “I’ll give you about 5 minutes to get started on that” |
| *(10 min)* | *Application* | -Teacher hands out second sheet  -tell students that they are to write the topic as their title (underlined) and their names at the top of the page.  -at the top, they are to draw a picture (step by step) of their paragraph.  -I want the picture coloured, and neatly drawn (students will get art mark for picture) |
| *(2 min)* | *Consolidation* | *-This activity is the first part of a 2-part assignment.*  *-Both paragraphs (and pictures) [good copies] will be due on Friday, October 29, 2010*  *-if student is away on Friday, they will hand theirs in on Thursday, or get a friend to*  *bring it in on Friday.*  *-Remind students to refer to the sheet on writing a paragraph when doing their rough/ good copy* |
| *(3 min)* | *Clean up* | Close your books, stand up, and let’s say our grace before meals. |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *E: Students followed instructions given* | *Students asked questions when lost, and Teacher addressed the answers to the rest of the class* | *--* |
| *E: Classroom Management* | *Class was very quiet during individual work time (AT just moved one student)* | *Keep working on it!* |
| *I: Need to develop a marking scheme/ rubric! (for myself)* | *So I can tell the students exactly what I am looking for, and what they are being marked on.* | *Make a marking scheme (myself) and have students develop a class marking scheme (let them think about it!)* |

**b) Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *E: Thinking on the spot* | *AT complemented me on this.* | *Keep making modifications for students that are having trouble relating to the activity.* |
| *I: Rough copy/ Good copy* | *One student asked for another copy of the paragraph/ picture sheet* | *Make sure to tell students next class that the sheet they have is their good copy.* |
| *I/E: Inform students to only use first bubble (there’s two on their sheet)* | *This hasn’t been a problem yet, but my AT brought this to my attention* | *Remind them in their next class* |